

Bank of resources

Introduction

Introduction II

Resources



**Books
&
Guides**



**Audio
&
Video**



**Training
courses**



**Other
resources**



Introduction

This document has been developed with the aim of supporting educators in the field of adult education by offering a guide of resources which includes books, manuals, courses, podcasts and different types of useful materials for these professionals.

It should be noted that the selection of these contents has been carried out by a consortium of 7 organisations, coming from the education and mental health field from 6 different European countries: France, Bulgaria, Greece, Italy, Spain and Belgium. Therefore, the resources you will find come from a variety of contexts.

This group has been collaborating for 3 years (2018/2021) in a project funded by the European Erasmus+ Programme entitled **Psych Up**, which is aimed at improving support for learners with psychological disorders by VET (Vocational Education and Training) practitioners during their training and/or educational career.

The partners of the Psych Up project followed a rigorous methodological process, selecting resources from different disciplines such as Psychology, Pedagogy and Training. After a process of categorization, the resources included in this document established synergies with the competences, professional profile and areas of interest within the thematic area of the project.

So what can you use this document for? We hope that this guide can be useful for you as a reference document for the deepening of a little explored topic: the support of psychological demands in adult education.



Co-funded by the
Erasmus+ Programme
of the European Union



As a result of the analysis of the situation of this issue at national level, the partners of this project have found that in adult education there is a gap in formal support systems and training resources to support guidance and in the learning process of learners in a situation of psychological disability.

Therefore, through this document we seek to provide you with a roadmap that includes reference material to complement your role as an expert in this field. You will find resources that will help you to deepen basic skills in this area such as communication and knowledge about the different psychological disorders and emotional disorders **(IO1)**, As well as other types of material that will encourage your specialization and provide you with new techniques or dynamics to apply in your daily work. **(IO2)**

To help you differentiate between these two aspects, we have included the codes **IO1** for the first one and **IO2** for the second one, codes that correspond to work packages developed in this project:

-IO1 ☐ Function profile of the psychological disability referent in VET centres (check it out [here](#))

-IO2 ☐ Training frame of reference of the psychological disability referent (check it out [here](#))

If you are interested in knowing more about them, you can [check our website](#) and download these materials.

Every resource is presented on one slide providing information about the objectives, URL, target public and summary.

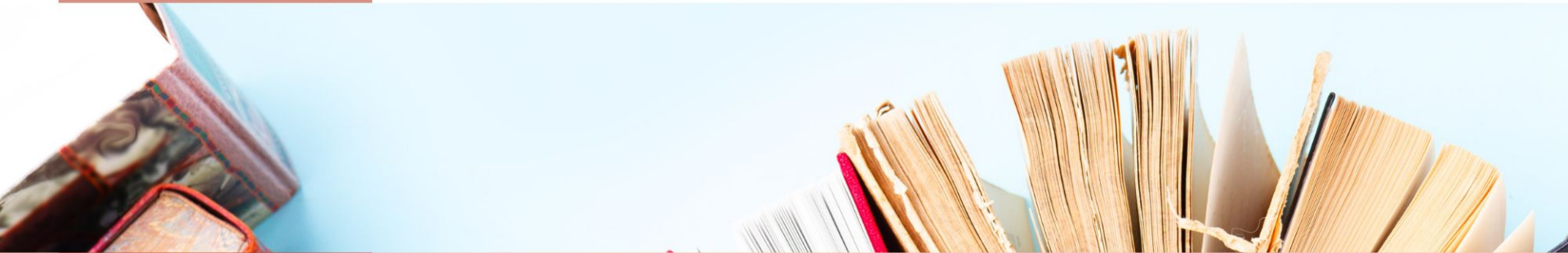
All Psych-Up project partners hope that this guide will help you in your daily work and we appreciate your interest in the improvement of the developmental support for adult education learners.

Psych Up partners

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Books & guides

- [Action Research in Adult Education: Designing a Training Program in Creative Writing Aimed at Empowering People with Psychological Disorders](#)
- [ADHD_Guida per insegnanti \[ADHD_Teacher Guide\]](#)
- [Are changes in ADHD course reflected in differences in IQ and executive functioning from childhood to young adulthood?](#)
- [Compendium of practices and method to support students with learning difficulties](#)
- [Conceptions of Lifelong Learning as Applied to Adults with Enduring Mental Illness: A Survey of Mental Health Professionals and Practitioners Across Eight European Countries](#)
- [Counseling and Career Guidance for People with Mental Disorders: Pilot Project of the Agiasos Social Welfare Foundation "I Theomitor"](#)
- [Guía de acompañamiento INTEGRA/ERANTSI para personas en procesos de integración \[INTEGRA/ERANTSI accompaniment guide for people in integration processes\]](#)
- [Guide for Beginner Teachers and Therapists: Training of children with severe behavioral disorders](#)



Books & guides

- [Guide for teachers of learners with severe, profound and complex learning difficulties](#)
- [Handbook with coping strategies for VET trainers to provide reliable training to learners affected by psychological disorders](#)
- [I disturbi dell'alimentazione e della nutrizione: criteri diagnostici](#) [Food and nutrition disorders: diagnostic criteria]
- [L'indispensable, version belge](#) [L'indispensable: belgian version]
- [TOUS FOUS?! Parler autrement de la santé mentale](#) [ALL CRAZY?! Talking differently of mental health]
- [La santé des travailleurs sans emploi](#) [The health of unemployed workers]
- [Comprendre le handicap pour mieux accompagner un adulte en situation d'handicap psychique](#) [Understanding psychological disturbances to better support adults living with a psychological disturbance]
- [Plan de crise conjoint](#) [The Joint crisis plan]
- [Individual Placement and Support. Manuale italiano del metodo per il supporto all'impiego delle persone con disturbi mentali](#) [Individual Placement and Support. Italian manual of the method for employment support for people with mental disorders]



Books & guides

- [Manual de psicología educacional \[Handbook of educational psychology\]](#)
- [Manual de salud mental para profesionales del ámbito educativo \[Mental Health manual for education professionals\]](#)
- [Manual for VET trainers dealing with learners affected by psychological disorders aiming at raising awareness on behavioral characteristics of psychological disorders and related learning difficulties](#)
- [Problemas psicológicos en jóvenes universitarios. Guía práctica para padres, profesores y estudiantes \[Psychological problems in young university students. A practical guide for parents, teachers and students\]](#)
- [Síndrome de Asperger: Guía práctica para la intervención en el ámbito escolar \[Asperger's Syndrome: A Practical Guide for Intervention in the School Setting\]](#)
- [Social Inclusion of People with Intellectual Disabilities and Autistic Spectrum Disorders and The Role of The Educator: Research Effort in The Field of Adult Education](#)
- [Supporting Individuals with Intellectual Disabilities & Mental Illness](#)



Books & guides

- [TDAH en el aula "Trastorno por Déficit de Atención e Hiperactividad": guía para docentes \[ADHD in the Classroom "Attention Deficit Hyperactivity Disorder": A Guide for Teachers\]](#)
- [The Opinions of Health and Education Workers about Diagnosis and Support of People with Intellectual Disabilities or/and Mental Illness: A Search Study](#)
- [The cognitive problems influence on food disorders](#)
- [The Role of Social Workers as Educators of Adults and The Role of Lifelong Learning in The Social Reintegration of Vulnerable Social Groups](#)

Language



Action Research in Adult Education: Designing a Training Program in Creative Writing Aimed at Empowering People with Psychological Disorders*

Introduction/Objectives: The purpose of the current action research is to depict how people with psychological and/or mental disorders perceive adult education, and to explore if creative writing can be used as a useful tool in adult education programs.

URL:

https://193.108.160.200/bitstream/repo/47129/1/129508_%ce%9c%cf%80%ce%b1%cf%84%cf%83%ce%b9%cf%8e%cf%84%ce%bf%cf%85%ce%91%ce%bd%ce%b1%cf%83%cf%84%ce%b1%cf%83%ce%af%ce%b1.pdf

Target: Adult Educators/ Experts in Creative Writing

Summary: The continuous and fast-growing transformation of current societies generates the need to provide high-quality education to all adults. However, some population sub-groups are socially excluded from adult education. Adults suffering from psychological/mental disorders are one of these sub-groups. The ambition of the present study is, by adopting a different point of view, to offer conclusions that can be used by adult education designers to improve the programs targeted at individuals with mental disorders. The study used an action research framework. Qualitative data were collected from a sample of eight women who participated in a psychological support group at the 424 General Military Hospital of Thessaloniki. After data analysis, a creative writing program aimed at the psychological empowerment of people with mental disorders was designed based on the results of the present research. The program can be used in future adult education initiatives.

Keywords: mental health; adult education; creative writing; self empowerment

***Original Title** Έρευνα Δράσης στην Εκπαίδευση Ενηλίκων: Σχεδιασμός Ενός Προγράμματος Εκπαίδευσης στη Δημιουργική Γραφή με Σκοπό την Ενδυνάμωση Ατόμων με Ψυχολογικές Παθήσεις και Διαταραχές

Language



ADHD_Guida per insegnanti
[ADHD_Teacher Guide]

Introduction/Objectives: To support teachers in order to give better care for ADHD students

URL:
http://www.istruzione.lombardia.gov.it/sondrio/wp-content/uploads/2013/11/ADHD_Guida-per-l_insegnante.pdf

Target: Practical guide for teachers

Summary: This guide for teachers is intended to offer practical reflection on ADHD student management in school. It provides clear references to the legislative framework in terms of student protection. It also shows how to best support the fatigue of ADHD students. In the guide, it is possible to find clear and concrete examples of intervention in the classroom and numerous food for thought useful to all teachers

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Keywords: Adolescents; ADHD; teachers; parents.

Language



Are changes in ADHD course reflected in differences in IQ and executive functioning from childhood to young adulthood?

Introduction/Objectives: Provide professionals with an evidence and scientific-based research on ADHD and poor IQ level

URL:

<https://www.cambridge.org/core/journals/psychological-medicine/article/are-changes-in-adhd-course-reflected-in-differences-in-iq-and-executive-functioning-from-childhood-to-young-adulthood/477B2E04B9A4920C3566569E52C2D337>

TARGET: To develop a scientific research on the correlation between ADHD and poor cognitive performance

Summary: Attention deficit hyperactivity disorder (ADHD) is associated with poorer cognitive functioning. In this research, a genetically developmentally sensitive approach is used to examine intelligence quotient (IQ) from early childhood to young adulthood for individuals with different ADHD diagnoses to investigate whether changes in ADHD are also reflected in IQ.

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Keywords: ADHD; poor IQ.

Language



Compendium of practices and method to support students with learning difficulties

Introduction/Objectives: The handbook aims to help mostly teachers working with children with SEN in the process of their training within the framework of inclusive education. It has methodological guidelines and instructions that can facilitate the teacher in choosing strategies in their work not just with the child with SEN, but in the overall organisation of the work.

URL:

<http://smile.yf2001.org/modules/downloadResource.php?resource=904&hash=c0512bfbf2947b58115f4d295df6ce89>

Summary: Not only examples of successful integration of children with SEN are presented, but also main problems and difficulties in its implementation, which in themselves give also grounds for reflection and guidance for improving this process. Presented at the end of the Handbook are specific methodological guidelines for working with one of the most common groups of children with SEN to help teachers in planning and organizing their daily pedagogical work.

Target: Psychologists; trainers/teachers; School principals; Policy makers

Keywords: special education needs, children with SEN, examples, good practices.

Language



Conceptions of Lifelong Learning as Applied to Adults with Enduring Mental Illness: A Survey of Mental Health Professionals and Practitioners Across Eight European Countries

Introduction/Objectives: The aim of the survey was to obtain evidence, first-hand, from mental health practitioners about their perceptions of their countries' regional and national lifelong learning provision and, in particular, its application to adult with long-term mental illness.

URL:

http://www.ijmcs-journal.org/IJMCS_April214_Ogunleye.pdf

Target: Mental Health Professionals and Practitioners/Lifelong Learning for adults with mental illness

Summary: This paper presents the results of a survey (under the EMILIA EU Project) of mental health professionals' conceptions of Europe's lifelong learning policy and practice as applied to mental health. The study finds differences in the factors that have encouraged or facilitated the take up of lifelong learning among the general population and among mental health service users. These differences have a lot to do with the individual country's lifelong learning tradition/culture as it is with the constructions of the meaning of lifelong learning. What is noticeable is that the same or similar factors apply to mental health service users in half of the countries surveyed. This study used a survey questionnaire to collect data from respondents. The respondents were 12 experts made up of three academics and nine practitioners with significant specialist knowledge, experience and expertise in lifelong learning and mental health across 8 EMILIA demonstration centres in 8 European countries. These experts have a background in mental health nursing, psychiatry and medicine, theoretical and clinical psychology, social work, and education. The survey questionnaire used a mixture of fixed and free-response questions.

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Language



Counseling and Career guidance for people with mental disorders: Pilot project of the Agiasos Social Welfare Foundation "I Theomitor"*

Introduction/Objectives: The gradual integration of people with mental illnesses into socio-economic life and their promotion to autonomous living through counseling and career guidance programmes. Also, the empowerment of the University student's professional skills through the "eco-systemic" model theory for vocational rehabilitation which takes into account factors such as the "personality of the patient", the "nature and peculiarities of mental illness", the "environment" (labor market-community), the "working environment", the "patient's value system", the "efficiency" (employee productivity).

URL:

<http://www.pi-schools.gr/download/publications/epitheorisi/teyxos12/papanis.pdf>

Target: Counseling and Career Guidance Experts/ Counselors/ University Students in Mental Health Field

Summary: Vocational rehabilitation of people with mental disorders runs counter to social stereotypes. This paper summarizes the findings of counseling and career guidance programs and proposes a holistic advisory model. It considers that the activation of social networks actively contributes to the smooth professional adaptation and stimulating interactive relationship amongst the patient and society. It also highlights the importance of the particular personality traits of the individual with mental illness and emphasizes on the skills to be cultivated. Through the pilot project and the "eco - systemic" model for vocational rehabilitation, the University students did their internship and applied the theory and the methodologies which they learn about in their counseling and career guidance training.

Keywords: mental health; vocational rehabilitation; counseling and career guidance; university internship; eco-systemic model; social inclusion.

***Original Title** Επαγγελματικός Προσανατολισμός Ατόμων με Ψυχικές Διαταραχές: Πιλοτικό Πρόγραμμα Ιδρύματος Κοινωνικής Πρόνοιας Αγιάσου «Η Θεομήτωρ»

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Language



Guía de acompañamiento INTEGRA/ERANTSI para personas en procesos de integración [INTEGRA/ERANTSI accompaniment guide for people in integration processes]

Introduction/Objectives: To offer a support tool for people who provide direct accompanying intervention in social integration processes.

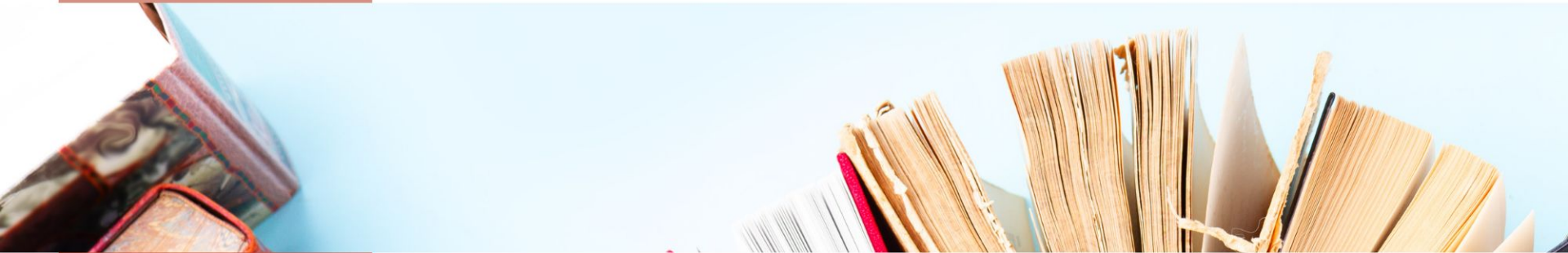
URL:
https://www.euskadi.eus/contenidos/informacion/publicaciones_ss/es_publica/adjuntos/GUIA_ERANTSI.pdf

Target: Guide for educators, health professionals and caregivers who are in contact with people at risk of social exclusion (due to mental illness, poverty or other situations).

Summary: This practical guide provides the planning of a 6 session workshop for promoting personal welfare through accompaniment. Its main goal is to improve outcomes such as general health, social adjustment, perceived social support, perceived stress and positive affect among people at risk of social exclusion.

It contains the specific objectives, materials and activities for each session, as well as different assessment tools.

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Language



Guide for Beginner Teachers and Therapists: Training of children with severe behavioral disorders

Introduction/Objectives: The guide provides guidance on:

- Crisis management and challenging behavior.
- Acceptance of diversity.
- Awareness of who can help (institutions, specialists...).
- Encouraging desired behaviors.
- Methodological dealing with problem behavior.
- Changing the deviant behavior.
- Realization of potential opportunities to increase the probability of the student to learn behavior that is significantly close to the norm.

Summary: The approach involves combining the efforts of a team of special educators, psychologists, medical professionals and all services and organizations providing social services to children guided by one main goal - the child to receive the most appropriate care tailored with their specific needs over time.

Target: Psychologists; trainers/teachers; School principals; Policy makers

URL:

<https://www.mon.bg/upload/15516/Povedencheski-razstrojstva.pdf>

Language



Guide for teachers of learners with severe, profound and complex learning difficulties

Introduction/Objectives: The materials can be used by various professionals who find them relevant in their practice. Whether you are a resource teacher, a public school teacher, an educator, a special school teacher, a head teacher, a principal, an expert in the field of inclusive education or a family member of a child with SEN, you can browse the resources to find the information you need.

URL:

http://www.narhu.org/wp-content/uploads/2016/02/1.1.monitoring-and-assessmentcaf_practitioner_guideen-narhu.pdf

Summary: Main domains of the material are:

- In the context of special pedagogy
- Special teaching strategies
- Procedures in special pedagogy
- Cooperation and leadership

They are presented in 16 modules within four subject groups and look into topics such as communication and interaction, the context of specialist teaching, insights from neuroscience, working with families, and the legislation.

Target: Psychologists; VET trainers/teachers; School principals; Policy makers

Language



Handbook with coping strategies for VET trainers to provide reliable training to learners affected by psychological disorders

Introduction/Objectives: Provision of awareness raising on behavioural characteristics of the psychological disorders related to learning difficulties in VET

URL:
<https://decsa-project.eu/wp-content/uploads/2021/07/DECSA-IO2-NARHU-v4-June-2020.pdf>

Target: VET trainers/teachers; School principals; Policy makers

Summary: The handbook aims to raise awareness among VET trainers on behavioral characteristics of psychological disorders and related learning difficulties. It includes recognising and understanding emotions and feelings; Strengthening problem solving skills of the teacher; Self-regulation: regulating our responses to anxious students; Effective communication; Preparing an empathic contact with the learner; Active listening and encouragement; Planned ignoring of undesirable behaviour; Valuing the individual by involving him/her in teamwork activities and analysing the positive results looking for motivating him/her; Personalisation of the learning path and defining the program's expectations in cooperation with the learner and encouraging independence.

Keywords: overcoming strategies, tips, psychological disorders, learning difficulties.

Language



I disturbi dell'alimentazione e della nutrizione: criteri diagnostici

[Food and nutrition disorders: diagnostic criteria]

Introduction/Objectives: Classification of different types of eating and feeding disorders

URL:

<http://www.qualepsicologia.com/wp-content/uploads/2017/04/05-I-disturbi-dell%C3%94%C3%87%C3%96alimentazione-e-della-nutrizione.pdf>

Target: To list the eating and feeding disorders and to diagnose them

Summary: People who manifest dysfunctional eating behaviors can develop specific symptoms that may have variable duration. These symptoms can affect, sometimes severely, psychological well-being and the overall functioning at the psychological or social level

Language



L'indispensable, version belge
[L'indispensable, belgian version]

Introduction/Objectives: Helping relatives of people with a mental disorder by providing useful information on the illnesses, the experiences of relatives, means of communication to foster relationships and contact details of relevant helping organisations.

URL:
<https://wallonie.similes.org/centre-de-documentation-bruxelles-et-wallonie/#!/products/l%E2%80%99indispensable-%E2%80%93-version-belge>

Target: Families, relatives and relations of people affected by psychological troubles

Summary: It is normal for all family members and relatives to be disturbed by the news of a loved one's mental illness. Depending on their responsibilities and role in the circle, they probably have a lot of questions and may have difficulty identifying their needs.

L'indispensable attempts to provide simple answers to the questions most often asked by family and friends who feel helpless when faced with the mental illness of a loved one. In addition to information that will increase their knowledge of the main mental illnesses, they can find helpful answers to situate themselves in their new role and situation.

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Language



TOUS FOUS?! Parler autrement de la santé mentale

[ALL CRAZY?! Talking differently of mental health]

Introduction/Objectives: Changing and improving representation of and communication about mental health and psychological disorders

URL:

<https://www.kbs-frb.be/fr/Activities/Publications/2017/20170510PP>

Target: General public

Summary: A mental disorder is a reality. How we as a society deal with this reality is another. The representations we use in our actions and reactions, consciously and unconsciously, are a social construction. This has enormous consequences: for the genesis and perception of the disorders, the experience, the treatment, the recovery, the ideas about the subject... Our representations can lead to stigmatisation and taboos, which impact on the people affected by these disorders. This guide presents the 5 major problematising frameworks used in Belgium to deal with mental disorders and contrasts them with 7 counter-frameworks to better communicate and represent these disorders.

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Language



La santé des travailleurs sans emploi
[The health of unemployed workers]

Introduction/Objectives: Taking detailed stock of the health status of unemployed people

URL:
<http://www.ftu.be/index.php/publications/mutations-du-travail/359-la-sante-des-travailleurs-sans-emploi>

Target: General public

Summary: The available studies point to the deleterious effects of unemployment on people's health, both through the mechanisms linked to the loss of income and the precariousness of living conditions and through those linked to the identity of the unemployed. This survey looks at the physical, mental and social health of unemployed workers, but also at several aspects related to everyday life, such as changes in habits, access to health care and job search. The survey, carried out among nearly 1000 people, highlights the particularities of a situation experienced by a part of the population and the changes that unemployment induces on several health determinants.

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Keywords: Health ; unemployment ; Wallonia ; survey

Language

**[Comprendre le handicap pour mieux accompagner un adulte en situation d'handicap psychique]**

[Understanding the handicap in order to better support the adult living with psychological disabilities]

Introduction/Objectives: It aims to provide points of vigilance and orientations as well as courses of action for stakeholders at home who accompany people in a situation psychological disability, in order to strengthen the quality of their support to these people.

URL:

<https://www.handeo.fr/actualites/decouvrez-le-guide-d-e-recommandation-comprendre-le-handicap-pour-mieux-accompagner-un>

Target: Carer, life assistants, home care center, people concerned by psychological disturbances, as well as its relatives

Keywords: Carer ; Home care center; mental health ; essential

Summary: This guide was constructed to provide information and recommendations to the personnel involved in social integration and health care services for people concerned by psychological disabilities. In this way the results of this short guide are various:

- Destigmatize psychological disturbances through the exposure of myths/stereotypes and explaining why these are false.
- Proposal of a support plan for the organizations involved in the health care support of the public concerned.
- The role of the supervisor of the support plan
- How to communicate with a person living with psychological disturbances
- 8 points of reference for intervening at the home
- Glossary of main home support actors
- More information about this problematic
- Recommendations

Language



[Plan de crise conjointe]

[The Joint crisis plan]

• **Introduction/objectives:**

Identifying warning signs and factors triggers of a crisis. It indicates the strategies and the resources to be mobilised quickly in the event of a crisis, as well as care and treatment to be favoured or avoided.

URL:

https://www.plandecriseconjoint.ch/wp-content/uploads/2020/07/200617_RSRL_FlyerPCC_WEB.pdf

Target:

- People concerned by psychological disturbances, families and medical/ caregivers support.
- Field researchers

Keywords: Psychiatry, Mental health

Summary: The Joint Crisis Plan (JCP) is the result of a common approach between a person concerned by a psychological disturbance (the user) and a professional, or even a close one. It is a negotiated, written and validated document by the various parties involved. The joint crisis plan enables to:

- Reduce recourse to rehospitalisations
- Reduce the use of coercion
- Prevent relapses
- Exercise better control of one-self and psychological disturbances
- Self-manage the disturbance and encourage the empowerment of the user
- Facilitate communication on and about the disturbance
- Improve the transmission, continuity and coordination of care

A Joint Crisis Plan template is included for those who are interested to implement it.
(https://www.plandecriseconjoint.ch/wp-content/uploads/2021/02/PCC_V3_r%C3%A9vaddicto.pdf)

Language



Individual Placement and Support. Manuale italiano del metodo per il supporto all'impiego delle persone con disturbi mentali

Introduction/Objectives: Provide a fundamental tool for meaningful and satisfying job placement for people with severe mental illness. See also : Supported Employment scheme from ADIS.

URL:

https://www.amazon.it/s?k=Individual+Placement+and+Support.+Manuale+italiano+del+metodo+per+il+supporto+all%28%99impiego+delle+persone+con+disturbi+mentali&mk_it_IT=%C3%85M%C3%85%C5%BD%C3%95%C3%91&ref=nb_sb_noss

Target: To set the standard for helping people with severe mental disorders such as schizophrenia or bipolar disorder achieve and maintain an effective job position in the labor market.

Summary: Individual Placement and Support (IPS) is a practice of choice for helping people with severe mental illness achieve and maintain an effective job position in the labor market. This book is the first manual of its kind in Europe that adapts the principles of IPS to the particular Italian context and proposes itself as a fundamental tool for a meaningful and satisfactory job placement of people with severe mental disorders.

Purchase of the book is required to access the resource.

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Language



Manual de psicología educacional [Handbook of educational psychology]

Introduction/Objectives: To introduce fundamental concepts and theories of Educational Psychology with both a theoretical and an applied approach.

URL:
<https://bibliotecafrancisco.files.wordpress.com/2016/06/manual-de-psicologc3ada-educacional-arancibia-v-herrera-p-strasser-k.pdf>

Target: Manual for psychologists, educators; and students of Psychology, Education and related sciences./ Provision of support for learners.

Summary: This manual addresses key concepts of learning psychology and provides resources for the reader and/or teacher to apply these concepts in practice. Therefore, from behavioral and cognitive psychology, it addresses issues such as improving motivation, self-esteem, anxiety reduction, teaching problem solving strategies. In addition, this manual addresses issues relevant to educational psychology such as teaching styles, and the relationship with the family context of students.

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Language



Manual de salud mental para profesionales del ámbito educativo

[Mental Health manual for education professionals]

Introduction/Objectives: To help education professionals making decisions when facing a demand for mental health needs of children and adolescents.

URL:
http://www.espaijove.net/continguts/MANUAL_SM_E DUCADORES_CAST.pdf

Target: Manual for teachers and educators of young people.

Summary: This teacher's guide provides a detailed description of various topics related to adolescent mental health. The first section describes the normal developmental stage, health states and protective and risk factors in mental health. The second block is more directed towards the description of specific psychological disorders, providing tips for their detection and alternatives for their management. This is followed by a description of risk factors and alarm signals in this developmental period in the emotional, cognitive, social and behavioural areas. This guide also includes worksheets for mental health promotion work with young people and possible referral pathways in the event of the detection of risk cases.

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Language



Manual for VET trainers dealing with learners affected by psychological disorders aiming at raising awareness on behavioral characteristics of psychological disorders and related learning difficulties.

Introduction/Objectives: Provision of awareness raising on behavioural characteristics of the psychological disorders related to learning difficulties in VET

URL:

<https://decsa-project.eu/wp-content/uploads/2021/07/DEC-SA-IO1-GUIDE-EN-VERSION-V2.pdf>

Target: VET trainers/teachers; School principals; Policy makers

Summary: The manual is aiming to raise the awareness among VET trainers on behavioral characteristics of psychological disorders and related learning difficulties.

The manual content is divided into 10 chapters, which covers the top 10 categories of psychological disorders:

- CHAPTER 1: BEHAVIOUR DISORDERS
- CHAPTER 2: DEPRESSIVE DISORDERS
- CHAPTER 3: ANXIETY DISORDERS
- CHAPTER 4: DEVELOPING MENTAL DISORDERS
- CHAPTER 5: ATTENTION DISORDERS
- CHAPTER 6: STRESS DISORDERS
- CHAPTER 7: LEARNING DISORDERS
- CHAPTER 8: SLEEP DISORDERS
- CHAPTER 9: EATING DISORDERS
- CHAPTER 10: ADDICTION DISORDERS

Language



Problemas psicológicos en jóvenes universitarios. Guía práctica para padres, profesores y estudiantes
[Psychological problems in young university students. A practical guide for parents, teachers and students]

Introduction/Objectives: To offer a real description of all the psychological problems that can affect university students, as well as to provide specific resources for their prevention, detection and psychosocial interventions.

URL:
<https://www.amazon.es/Problemas-psicol%C3%B3gicos-j%C3%B3venes-universitarios-estudiantes/dp/8436844076>

Target: Practical guide for teachers, parents and students/ Provision of support for university learners

Summary: This practical guide is addressed to students as well as parents and teachers of young university students. It is aimed at facilitating the understanding of all those psychological problems that can occur during this period. What are those that cause the greatest deterioration? Are there treatments for them? What can I do in my role to try to alleviate these problems? In this way, the guide covers disorders such as anxiety, depression, adaptation processes, suicidal ideation, use and abuse problems, attention problems, eating disorders, schizophrenia, among others. Finally, specific resources for psychosocial attention are provided.

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Language



Síndrome de Asperger: Guía práctica para la intervención en el ámbito escolar

[Asperger's Syndrome: A Practical Guide for Intervention in the School Setting]

Introduction/Objectives: To describe the most common difficulties of students with Autism Spectrum Disorder (ASD) at different school stages; and to offer specific educational guidelines to enhance their learning process.

URL:

<https://openlibra.com/es/book/sindrome-de-asperger-guia-practica-para-la-intervencion-en-el-ambito-escolar>

Target: guide for teachers, educational counselors and educational professionals.

Summary: This guide describes the main features of students with ASD and discusses the possible difficulties that they face in the classroom. Likewise, the guide proposes specific educational interventions for teachers to improve the academic outcomes of these students.

This content addresses difficulties in the classroom of autonomous work and teamwork; as well as problems with attention, language, psychomotor skills, emotional adjustment, among others.

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Language



Social Inclusion of People with Intellectual Disabilities and Autistic Spectrum Disorders and The Role of The Educator: Research Effort in The Field of Adult Education

Introduction/Objectives: This research intends to verify adulthood characteristics of people with disabilities based on their views about their self-image and how they think others see them. In particular, what was investigated was how the differentiation of the elements of adulthood affects the design and implementation of vocational education programs for adults with disabilities and the role of the educator in such programs.

URL:

https://193.108.160.200/bitstream/repo/47336/1/133369_%ce%9d%ce%99%ce%9a%ce%9f%ce%9b%ce%91%ce%9f%ce%a5_%ce%a3%ce%9f%ce%a6%ce%99%ce%91.pdf

Target: Vocational Education Experts / Adult Education Experts / Educators

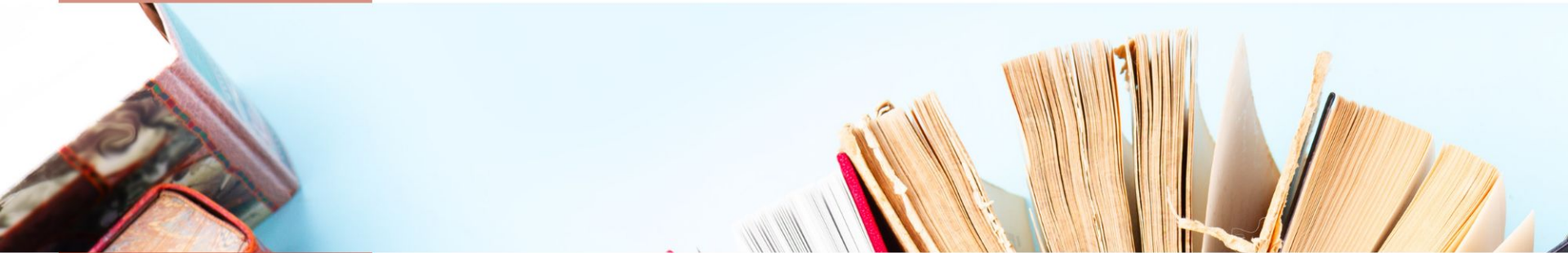
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Summary: The definition of adulthood has been of particular concern to theorists of adult education. Despite their differences, all views converge on the fact that the basic criterion of adulthood is not the legal age of adulthood, but the acquisition of maturity, responsibility and self-determination. In the case of people with mental retardation and autism spectrum disorders, the criteria for adulthood differ due to various endogenous and exogenous factors. In designing vocational education programmes for adults with disabilities aiming to their equal participation in society, it is important to take into account the differentiated factors of adulthood of people with disabilities and to examine how they affect their participation in adult education programs. At the same time, it is important to evaluate the fact that adult education programmes are designed and implemented within a specific system of beliefs and ideologies, which in the view of many theorists of adult education justify and maintain inequality. Since the educators are also members of the team that conveys -often inadvertently- messages of social evaluation, they must be aware of the weight they carry, therefore the process of reflection on issues of identity management and otherness is particularly important.

Keywords: mental health; vocational education; adulthood; adult education; autism spectrum disorders.

***Original Title** Κοινωνική Ενσωμάτωση Ατόμων με Νοητική Υστέρηση και Διαταραχές Αυτιστικού Φάσματος και ο Ρόλος του Εκπαιδευτή: Συμβολή στην Έρευνα της Εκπαίδευσης Ενηλίκων



Language



Supporting Individuals with Intellectual Disabilities & Mental Illness

Introduction/Objectives: To provide practical explanations of what to do when supporting individuals with both intellectual disabilities and mental illness.

URL:
<https://openlibra.com/es/book/supporting-individuals-with-intellectual-disabilities-mental-illness>

Target: Book for educators, health professionals and caregivers of people who have both intellectual disabilities and mental illness.

Summary: This book educates support workers, volunteers and caregivers through 7 chapters that address important topics related to mental illness and intellectual disability (for instance, physical concerns, behaviour, sexuality and others). Each chapter includes a description of the topic and provides resources to help people with these kinds of conditions.

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Language



TDAH en el aula "Trastorno por Déficit de Atención e Hiperactividad": guía para docentes [ADHD in the Classroom "Attention Deficit Hyperactivity Disorder": A Guide for Teachers]

Introduction/Objectives: To describe the most common learning difficulties among children and adolescents with ADHD, and to offer their teachers and caregivers specific guidelines to promote the integration and development of these students.

URL:
https://www.fundacioncadah.org/web/doc/index.html?id_doc=46

Target: Guideline for teachers, educators, health professionals and caregivers of children and adolescents with ADHD.

Summary: This resource guides teachers in managing students with ADHD in the classroom. It includes a description of the main symptoms of ADHD and the learning difficulties of students with the disorder.

In addition, the guide offers teaching strategies to promote the learning process in these students (for example, to improve reading, writing and calculation); behavioral management techniques; as well as general recommendations to use within the classroom.

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Language



The Opinions of Health and Education Workers about Diagnosis and Support of People with Intellectual Disabilities or/and Mental Illness: A Search Study

Introduction/Objectives: The goal of this diploma thesis was to investigate the views of people employed in the health and education department, regarding the diagnosis and treatment methods for persons with intellectual disability or/and mental illness.

URL:

<https://dspace.lib.uom.gr/bitstream/2159/22098/4/ZagkountinouTheodoramSc2018.pdf>

Summary: The coexistence of intellectual disability and mental illness constitutes a complicated entity where special attention is required for its diagnosis and management. For the purposes of the diploma thesis a questionnaire was created. The answers have shown that employees consider the contribution of the family environment and specializes the expert's intervention to be highly efficient in the management and diagnosis of intellectual disability and mental illness. However, it seems that the lack of knowledge on the matter acts as an inhibiting factor and thus, efforts should focus on further educating and training people who are employed in these departments.

Target: People employed in the health and education departments

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Keywords: Intellectual Disability; Mental Health; Diagnosis; Support.

***Original Title** Οι Απόψεις των Εργαζομένων του Χώρου της Υγείας και της Εκπαίδευσης για τη Διάγνωση και Υποστήριξη των Ατόμων με Νοητική Αναπηρία ή/και Ψυχικές Διαταραχές: Μια Διερευνητική Μελέτη

Language



The cognitive problems influence on food disorders

Introduction/Objectives: To have a better understanding of eating disorders and their development

URL:

<https://www.researchgate.net/publication/333014593>
The cognitive problems influence on food disorders

Target: To point out if there is a correlation between personality and the development of eating and feeding disorders

Summary: Nutritional disorders describe restrictive and/or abusive behaviours that affect both women and men. An eating disorder is a mental disorder defined by abnormal eating habits that adversely affect a person's physical or mental health. The cause of eating disorders is not clear. We aim to identify whether there is a correlation between personality traits and feeding disorders in young adults aged 20–25 years. The media also plays an important role in the way people see themselves. And, socio-economic status is an element that influences eating problems



The Role of Social Workers as Adult Educators and The Role of Lifelong Learning in The Social Reintegration of Vulnerable Social Groups

Introduction/Objectives: Our aim was to combine the skills required of the social worker with those of the adult educators in order to find out how an educational group is conducted and how, through education, the reintegration of vulnerable social groups can be achieved.

URL:

<http://repository.library.teiwest.gr/xmlui/bitstream/handle/123456789/4937/%ce%9f%ce%99%20%ce%9a%ce%9f%ce%99%ce%9d%ce%a9%ce%9d%ce%99%ce%9a%ce%9f%ce%99%20%ce%9b%ce%95%ce%99%ce%a4%ce%9f%ce%a5%ce%a1%ce%93%ce%9f%ce%99%20%ce%a9%ce%a3%20%ce%95%ce%9a%ce%a0%ce%91%ce%99%ce%94%ce%95%ce%a5%ce%a4%ce%95%ce%a3%20%ce%95%ce%9d%ce%97%ce%9b%ce%99%ce%9a%ce%a9%ce%9d%20%ce%9a%ce%91%ce%99%20%ce%9f%20%ce%a1%ce%9f%ce%9b%ce%9f%ce%a3%20%ce%a4%ce%97%ce%a3%20%ce%94%ce%99%ce%91%ce%92%ce%99%ce%9f%ce%a5%20%ce%9c%ce%91%ce%98%ce%97%ce%a3%ce%97%ce%a3%20%ce%a3%ce%a4%ce%97%ce%9d%20%ce%9a%ce%9f%ce%99%ce%9d%ce%a9%ce%9d%ce%99%ce%9a%ce%97%20%ce%95%ce%a0%ce%91%ce%9d%ce%95%ce%9d%ce%a4%ce%91%ce%9e%ce%97%20%ce%95%ce%a5%ce%a0%ce%91%ce%98%ce%a9%ce%9d%20%ce%9a%ce%9f%ce%99%ce%9d%ce%a9%ce%9d%ce%99%ce%9a%ce%a9%ce%9d%20%ce%9f%ce%9c%ce%91%ce%94%ce%a9%ce%9d...pdf?sequence=1&isAllowed=v>

Target: Adult Educators/Social Workers

Summary: In the present action research we dealt with the role of the social worker as an adult educator but also with the role of Lifelong learning in the reintegration of vulnerable social groups. For this reason we carried out a research-action during which an adult education group was conducted with participating members mentally ill and members of the Association for Mental Health - SOPSY Patras. By research - action we mean the creation and coordination of a group divided into three one-hour meetings which took place at the Association for Mental Health on the subject of the rights of the mentally ill. From the conduct of this group it emerged that the members knew little or nothing about their rights as mentally ill, although within the group terms were said that they had heard again, but did not know their meaning. Therefore, the role of adult education is very important in different groups, even if it is addressed to the reintegration of vulnerable social groups, since through this, the correct information on issues that concern them is achieved.



Training courses

- [Addressing Disruptive and Noncompliant Behaviors \(Part 1\): Understanding the Acting-Out Cycle](#)
- [Addressing Disruptive and Noncompliant Behaviors \(Part 2\): Behavioral Interventions](#)
- [Belief system tools for professionals. A quantitative approach](#)
- [Gestione della classe e problematiche relazionali \[Classroom management and relational issues\]](#)
- [Guide to Work with Disabled People and Mentally Ill in Arts: Trainers and Experts materials](#)
- [KIDS STRENGTHS - KIDS in the CONTEXT of MENTAL DISORDERS – training platform](#)
- [Overview of successful methodologies to train transversal skills in adults with an intellectual disability](#)
- [Practical models for provision of support to parents of children with psychological disorders and deviant behavior](#)
- [Study in Lifelong Learning and Disabilities](#)
- [Training materials for teachers of learners with severe, profound and complex learning difficulties](#)



Training courses

- [Formation d'accueillant psycho-socio-éducatif du secteur Ambulatoire-Social-Santé](#) [Training of psycho-socio-educational carers in the ambulatory-social-health sector]
- [The international programme "Mental Health First Aid" Plan de crise conjoint](#) [The Joint crisis plan]
- [Le Comité national de Coordination Action Handicap – CCAH](#) [the National Disability Action Coordination Committee]
- [Union Nationale de Familles et Amis de personnes Malades et/ou handicapés psychiques – UNAFAM](#) [National union of families and friends of mentally ill and/or disabled people]



Language



Addressing Disruptive and Noncompliant Behaviors (Part 1): Understanding the Acting-Out Cycle

Introduction/Objectives: To discuss behavior problems and to suggest strategies to respond to students in the different phases of the cycle.

URL:
<https://www.oercommons.org/courses/addressing-disruptive-and-noncompliant-behaviors-part-1-understanding-the-acting-out-cycle/view>

Target: Training module for teachers and educational professionals.

Summary: The first in a two-part series, this Module discusses problem behavior in terms of the stages of the acting-out cycle and suggests ways to respond to students in the different phases of the cycle.

The content is available both online and offline and addresses disruptive and non-compliant behaviors. Each module presents an overview, initial thoughts, the specific objectives, introduction, different activities and an assessment section.



Language



Addressing Disruptive and Noncompliant Behaviors (Part 2): Behavioral Interventions

Introduction/Objectives: To describe interventions to decrease disruptive and noncompliant behaviors.

URL:
<https://iris.peabody.vanderbilt.edu/module/bi2/#content>

Target: Training module for teachers and educational professionals.

Summary: The second in a two-part series, this Module describes interventions that can increase initial compliance to teacher requests as well as interventions that can be implemented to decrease disruptive and noncompliant behaviors. The content is available both online and offline and addresses disruptive and non-compliant behaviors. Each module presents an overview, initial thoughts, the specific objectives, introduction, different activities and an assessment section.



Language



Belief system tools for professionals. A quantitative Approach

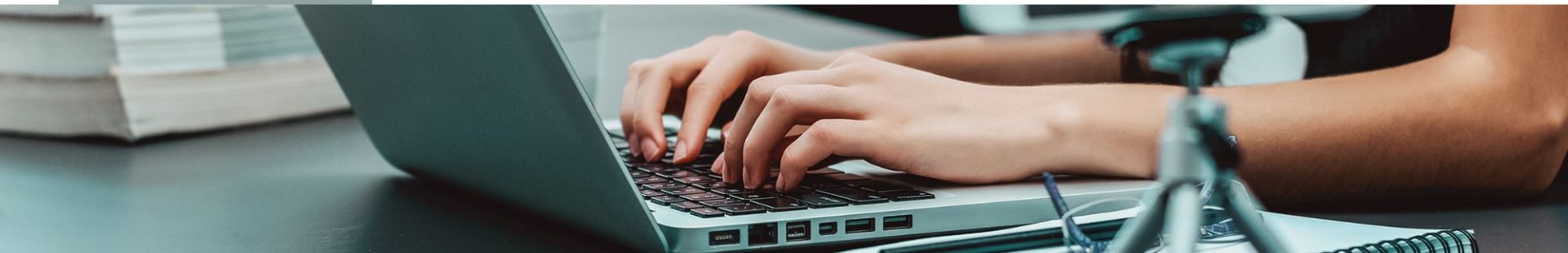
Introduction/Objectives: The training material describes the theoretical models of the Cognition & Social Inclusion beliefs scale for professionals - Feuerstein – Structural Cognitive Modifiability; Dweck – Mindset Theory; Biklen – Presuming Competence; Schalock & Verdugo – Quality of Life; Bandura – Self-Efficacy and Ajzen – Theory of Planned Behaviour.

URL:

https://www.narhu.org/wp-content/uploads/2021/07/O2_Proposal_IVASS-and-den-Achtkanter-vzw_-12_09_2018.pdf

Summary: The main purpose of the handbook is to support the professionals' beliefs on Cognition and Intelligence, Inclusion and QOL, and Employment, which psychologists and trainers can use in order to support better inclusion of students with learning activities.

Target: Inclusive education; Provision of support for teachers to work with students with learning difficulties



Language



Gestione della classe e problematiche relazionali [Classroom management and relational issues]

Introduction/Objectives: To Improve the management of relational dynamics in the classroom

URL:

<https://www.ipseoapaola.edu.it/attachments/article/540/LABORATORIO%20GESTIONE%20CLASSE%20ROMANELLO.pdf>

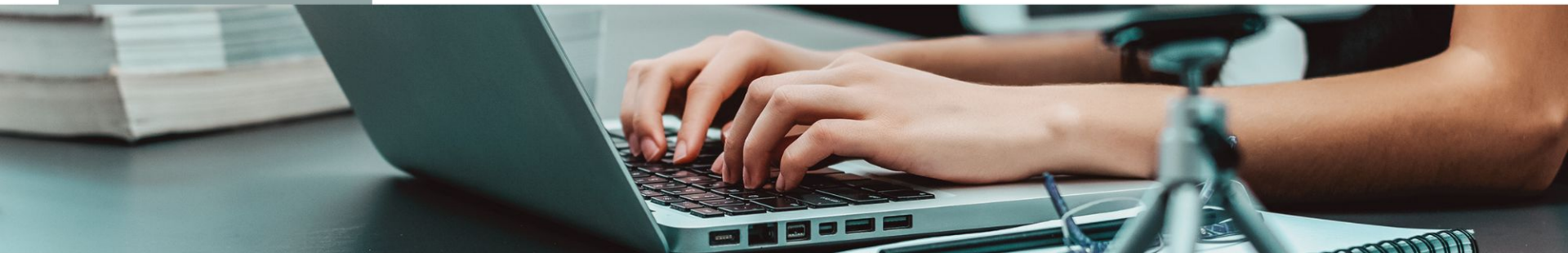
Target: Support teachers with students with special educational needs

Summary: this course is intended to provide suggestions to teachers in the management of the class group, taking into account those students with special educational needs.

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Keywords: Adolescents; teachers; parents; special education needs.



Language



Guide to Work with Disabled People and Mentally Ill in Arts: Trainers and Experts materials

Introduction/Objectives: To support social tolerance practices in adult education for people with learning disabilities and mental illness, helping their social and personal empowerment by enhancing the training skills of their teachers.

URL:

<https://www.fixsmallart.eu/output-training/guide/>

Target: Experts in Mental Health / Experts in Arts / Special Educators / Adult Education Experts / Educators

Summary: Fix Small Art Guide for Educators is an introduction and analysis including study cases with suggested adjustments for creating an inclusive learning environment. The purpose of this guideline is to provide the tools to the trainer so they can conceptualise and create an inclusive learning environment, while developing a better understanding of the needs of their learners, specifically to the target group that includes people with different kinds of disabilities and mental challenges.



Language



KIDS STRENGTHS - KIDS in the CONTEXT of MENTAL DISORDERS – training platform

Introduction/Objectives: This resource pool is intended for the deployment of training materials (resources) for professionals working with mentally vulnerable parents.

URL:

<https://strong-kids.eu/index.php?menupos=3&submenupos=1>

Target: Psychologists; VET trainers/teachers; School principals; Policy makers

Summary: The range of materials is suitable for various professional training situations (basic education and/or further education/or self-guided learning). The categorisation of the resources corresponds to the different professional groups addressed within the project. Please open the file corresponding to your professional affiliation. You might also find other interesting resources specified in other professional groups. Within your professional category you will find the four modules of the project, supporting methodological helping files and other useful materials.

As a user of the Resource Pool you can download available material free of charge or even upload your own material.



Language



Overview of successful methodologies to train transversal skills in adults with an intellectual disability.

Introduction/Objectives: A review of cognitive approaches and methodologies to improve five key transversal competences of students with an intellectual disability. These five transversal skills are problem solving, self-regulation, self-direction, flexibility and creative thinking.

URL:

<https://www.narhu.org/wp-content/uploads/2021/07/190116-CI-IO1-REPORT.pdf>

Target: Inclusive education; Provision of support for teachers to work with students with learning difficulties

Summary: The main approaches for supporting transversal skills acquisition to adults with intellectual disabilities are represented as follows:

- MAH – Medierend Agogisch Handelen (Mediational Interventions – adults intellectual disability), Belgium
- Referencial de Reabilitação Profissional (RRP-APPACDM), Portugal
- Respond Dets Performing Arts, Sweden
- Serious Games & Exercises for Social Competence and Transversal Skills (SGESCTS), Bulgaria
- GRADIOR, Spain



Language



Practical models for provision of support to parents of children with psychological disorders and deviant behavior.

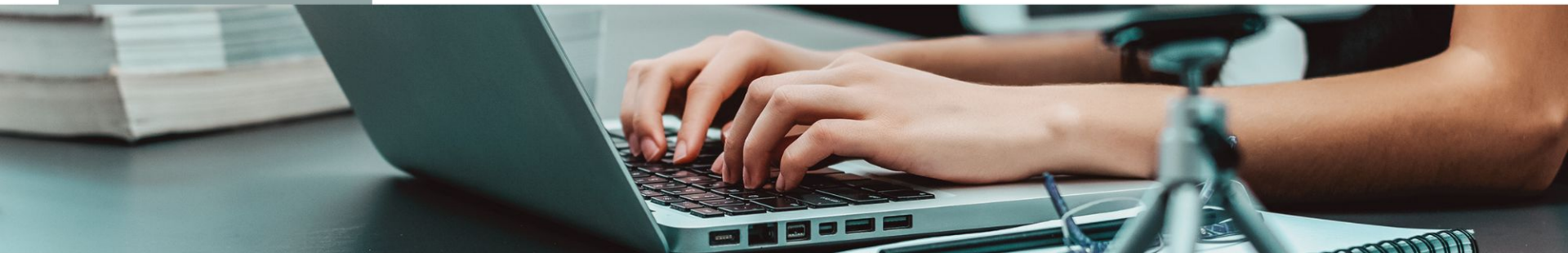
Introduction/Objectives: The handbook provides 13 models of different intervention with families of children with psychological disorders and deviant behaviour.

URL:

<https://www.tulipfoundation.net/uploads/OAK1/Practical%20models%20prevention.pdf>

Summary: The overall aim of the models is to prevent potential dropout from education and society as well as to prevent potential accommodation at a specialised institution like the children's pedagogical room.

Target: Inclusive education; Provision of support for teachers to work with students with severe behavioural disorders



Language



Μελέτη στη Δια Βίου Μάθηση και Αναπηρία

Study in Lifelong Learning and Disabilities

Introduction/Objectives: The main goal is the integration of people with disabilities in the general education system and in the general system of lifelong learning. However, as is pointed out in the modern conception of disability, integration policy not only must not exclude, but impose the concern for specific policies aimed at addressing specific problems.

URL:

http://reader.ekt.gr/bookReader/show/index.php?lib=EDULLL&item=1054&bitstream=1054_01#page/1/mode/1up

Target: Lifelong Learning Educators / Special Educators / Lifelong Learning Teachers / Adult Educators

Summary: The purpose of this study is, on the one hand, to formulate a framework for education of wider sections of society for the practical consolidation of the multidimensional model for disability, awareness-based awareness rather than temper and, on the other hand, to formulate policy proposals to promote lifelong learning of people with disabilities that will ensure the continuous expansion, upgrading and updating of their knowledge and skills, in order to be able to adequately monitor and respond to the changing demands of professional and social life in general. Furthermore, chapter 8 presents a comprehensive Lifelong Learning Program for Disability. The assessment that the situation is favorable is initially substantiated. The formulation of the purpose and the objectives of the program follows the philosophy and the principles on which the program should be based are noted, the bodies that may have an active role are mentioned, it is recalled that the program is addressed to both the general population and individuals with a disability. Chapter 8 concludes with the presentation of an indicative but detailed plan that includes thematic units and a proposed program duration per target group.

Keywords: lifelong learning; social inclusion; integration; education; training programme.



Language



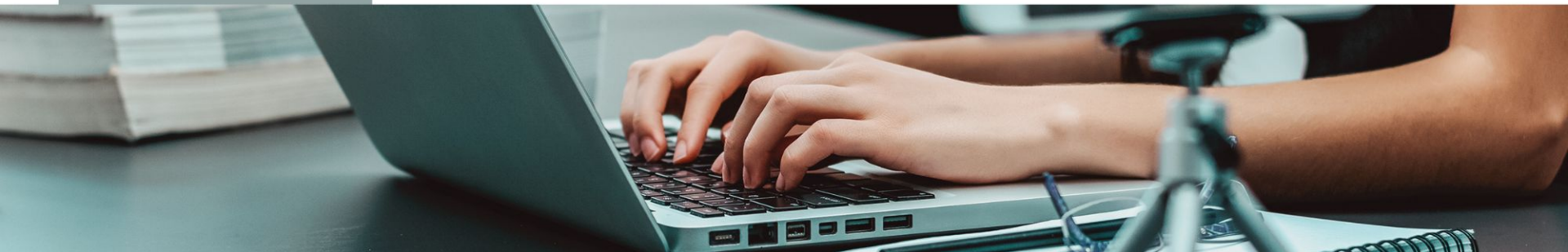
Training materials for teachers of learners with severe, profound and complex learning difficulties

Introduction/Objectives: The training materials cover the following areas of special educational needs (SEN) and special educational needs and disabilities

Summary: They are presented in 16 modules within four subject groups and look into topics such as communication and interaction, the context of specialist teaching, insights from neuroscience, working with families, and the legislation.

URL: <http://www.specialpedagogy.info/> ;
<http://www.complexneeds.org.uk/>

Target: Inclusive education; Provision of support for teachers to work with students with severe, profound and complex learning difficulties



Language



Formation d'accueillant psycho-socio-éducatif du secteur Ambulatoire-Social-Santé

[Training of psycho-socio-educational carers in the ambulatory-social-health sector]

Introduction/Objectives: To Train front-line workers, develop their intervention skills and develop the identity/position and recognition of the function.

URL:

<https://www.apefasbl.org/les-fonds-de-formation/ess-etablissements-et-services-de-sante/formatio-n-d-accueillant-psycho-socio-educatif-1>

Target: Front-line workers, supporting beneficiaries in the social-ambulatory-health field

Summary: Aimed at (future) professionals working in front-line services, this training module is focused on the "reception" function : how to welcome, guide and support the beneficiaries starting from the first contact.

It provides certified training to increase the workers' skills with a view to develop a reception and support methodology based on the concepts of psychology and interpersonal communication, adapted to the profiles of the public encountered.



Language



The international programme ["Mental Health First Aid"]



Introduction/objectives: The training aims at the early identification and possible care of people with mental disorders, while promoting the destigmatisation of mental health disorders through better knowledge.

URL: <https://pssmfrance.fr/>

Target: accessible to all, so that every citizen is able to help a person with mental health problems.

Keywords: mental health, citizen approach, first aid, programme adapted in 28 countries

Summary: Mental health problems can affect everyone. Inappropriate and stigmatizing attitudes towards people with mental illness are common. Many people do not have the knowledge, skills and trust to support a friend, family member or colleague with a mental health problem, including how to approach someone and engage in safe conversation.

Mental Health First Aid (MHFP) courses provide people with simple and practical first aid techniques to help a family member, friend, colleague or another person with mental health problems. MHCP courses will teach you how to listen and respond to someone with a mental health problem, even in a crisis. You will learn how to help a person access the support they may need to successfully manage symptoms as part of their rehabilitation process.

In addition, you will be able to actively reduce stigma in your community by responding appropriately to myths and misunderstandings about mental illness.

This is a catalogue of one-off online training courses, which includes PSSM accreditation courses



Language



Le Comité national de Coordination Action Handicap - CCAH [The National Disability Action Coordination Committee]

Introduction/objectives: Propose a dynamic pedagogy to provide a new vision of disability by helping to raise awareness of the issue of disability, for example by encouraging the creation of links and the stimulation of exchanges between external partners.

URL: <https://www.ccah.fr/CCAHA/Accueil/Formation>

Target: Disability officers and referents, educational referents, trainers, human resources department, reception staff and more generally any professional who is sensitive to and interested in the issue of disability

Keywords: welcoming, employing, advising, training; steering, innovating, developing projects; peer helpers

Summary: The CCAH draws on its expertise in the sector to support and finance projects, provide training and advice to structures involved in disability initiatives and develop a national hub for exchange and sharing. In the new context of the designation of disability representatives in companies with 250 or more employees, the CCAH is offering you a new training cycle because being or becoming a disability representative is a real challenge! You have to learn to master technical knowledge and interpersonal skills, but also know how to position yourself and take your place. The disability referent cycle can be completed by cycles on welcoming people with mental disabilities, on mental disabilities and training, and on raising awareness of mental disabilities.



Language



Union Nationale de Familles et Amis de personnes Malades et/ou handicapées psychiques - UNAFAM

[National union of families and friends of mentally ill and/or disabled people]

Introduction/objectives: To take better account of the specificities of people living with psychological disabilities in order to adopt an adapted behaviour in their practice of assistance and support.

URL:


<https://www.unafam.org/nos-actions/formations/des-formations-pour-guider-les-professionnels>

Target: professionals from all sectors of activity

Keywords: tailor-made training for professionals.

Summary: The training courses are given by a tandem of speakers specialised in mental disabilities (psychologists, psychiatric nurses, etc.) and volunteers from the association who are directly affected by the mental illness of a relative. These actions approach mental illness from a pragmatic point of view and provide guidelines for adapting one's behaviour towards people with mental illness (analysis of professional situations, advice, testimonies). The experiential knowledge of the volunteers is essential; their personal experience as well as that acquired within the association allows them to bring a unique point of view on mental disorders and disabilities. They testify about their "experience" with their ill relative, in order to enlighten professionals about the manifestations of the illness, the difficulties encountered, the behaviour to be favoured, etc. This helps to develop the teams' ability to adapt to these people, to facilitate dialogue and to reinforce the professionals in their actions.

Audio & Video

- [C'est dans la tête \[It's all in your head\] Belgian documentary](#)
- [Handi-Pacte Bourgogne Franche Comté Grand Est](#)  Webinar on Psychological disability
- [Conference "Accompanying the psychic disability - The contributions of psychosocial rehabilitation".](#)
- ["Dans les yeux d'Olivier - Je suis mon pire ennemi" \(In the eyes of Olivier - I am my own worst enemy\)](#)
- [Dans ma tête série documentaire \[In my head\] French documentary](#)
- [L'insertion par le travail. L'emploi des personnes en situation d'handicap psychique \[Integration through work. Employment of people with mental disabilities\]](#)

Language



C'est dans la tête
[It's all in your head]

Introduction/Objectives: To get a better understanding of mental health and the most common troubles encountered

URL: <https://www.rtbf.be/auvio/emissions/detail-c-est-dans-la-tete?id=18969>

Target: General public

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Summary: People who suffer from mental illness are often told to "shake it off, it's in your head!". Yet mental illnesses, if not "seen", have an enormous impact on the lives of those who suffer from them and on those around them. Mental health is a subject that has been in the news a lot recently, but it is still a bit of a taboo subject, and is subject to a lot of prejudice. This podcast proposes another vision of mental health, to better understand it, to better consider what it is, and the existing disorders. Each episode presents a pathology through the testimony of a person who is affected by it and brings a medical perspective on the topic.

Keywords: Psychology ; psychiatry ; testimonies ; podcast



Language

**The webinars of handi-pacte: Psychological disability**

[Handi-Pacte Bourgogne Franche Comté Grand Est]



Introduction/Objectives: The emergence of mental disorders: when do we talk about disability? Addressing the subject with the employee concerned. Working with a psychological disability: the importance of multidisciplinary support for the person and his or her relatives

URL:

https://www.handipacte-bfc.fr/images/publications2020/handipacte/videos/webinaires/20191108-handicap_psychique/20191108Handicap_psychique.mp4

Target: public companies.

Keywords: good practices, mental disability, intellectual disability

Summary: The “Handi-Pacte” is a regional tool for support, coordination and development of partnerships intended to assist public employers and their disability correspondents in their approaches to integrating and supporting employees with disabilities. The Handi-Pact aims to strengthen knowledge, develop the networking of actors and promote the exchange of good practices on the employment of people with disabilities in the public service. The aim is to understand what mental illness is, the link with mental disability and mental illness, the differences between mental disability and intellectual disability. After having established this distinction, a focus on the difficulties encountered by people with psychological disabilities is established, as well as on some of their behaviors and on the assistance that can be mobilized in companies.

Speakers: Christian Netillard, psychiatrist

Stéphanie Wetsch, Head of the integration plus department-Pas mental and psychological disability 25,70,39,90

Stéphane Danvin, Head of department SAVE 68

Maryline Adam, Integration officer and coordinator

Language



Conference "Accompanying the psychic disability - The contributions of psychosocial rehabilitation"
[Unions départementales des associations familiales (UDAF)63]

Introduction/Objectives: Understanding the issues involved in the concept of recovery and the contributions of psychosocial rehabilitation

URL:

<https://udaf63.fr/actualites/colloque-accompagner-le-handicap-psychique/>

Target: social, medico-social and health actors and all citizens

Keywords: psychosocial rehabilitation

Summary: UDAF 63 (Union Départementale des Associations Familiales) is organising, in partnership with UNAFAM 63 (Union des Familles et Amis de personnes malades et/ou handicapées Psychiques), a colloquium open to the general public on Supporting psychic disability: The contributions of psychosocial rehabilitation. The concept of recovery offers great hope and change for people with mental disorders and their families. Until recently, traditional medical approaches aimed at a form of cure, through a form of recovery, through the prescription of appropriate drug treatments alone. Recovery refers to the future of the person, whose determinants are not only medical. The recovery approach consists of putting the person in an active posture, allowing him or her to develop skills so that he or she can regain control of his or her life and become involved in the realisation of his or her life project.



Language



"Dans les yeux d'Olivier - Je suis mon pire ennemi" [In the eyes of Olivier - I am my own worst enemy]



Introduction/Objectives: The stigmatisation of mental disorders, the impact of the illness on the person and his or her entourage

URL:

https://www.youtube.com/watch?v=K_gFmjEaUiw

Target: the general public

Keywords: obsessive behavioural disorder, schizophrenia and bi-polarity

Summary: "Dans les yeux d'Olivier" is a television programme broadcast since April 2011, presented by the journalist Olivier Delacroix. It is a magazine programme in the form of meetings, testimonies and interviews, whose ambition is to take "an atypical look at our society and those who make it up". With his acute sense of listening and the closeness he establishes, Olivier Delacroix goes to meet women and men with singular destinies and shares their daily lives, receiving their confidences. He takes a look at society that is far from stereotypical and tackles sensitive subjects. With tact and kindness, he makes speech more free.

3 mental illnesses are highlighted: obsessive behavioural disorder, schizophrenia and bi-polarity

Language



L'insertion par le travail. L'emploi des personnes en situation d'handicap psychique

[Integration through work. Employment of people with mental disturbances]

- **Introduction/Objectives:** To raise awareness about the "individual placement and support" method to employment of people concerned by psychological disturbances
- **URL:** <https://www.youtube.com/watch?v=a3eAd5pO9t4>
- **Target:** Carers, pedagogical responsible in the VET sector, practitioners in the field of professional integration
- **Keywords:** Psychiatry, mental health, individual placement support,

Summary: Access to employment is nowadays quite possible for people with mental disabilities and is an important factor of restoration. The speaker presents the "individual placement support" as a more efficient method than traditional ones (such as vocational training and sheltered work) in successfully getting people into work.

The "individual placement and support" method is a successful practice in contrast to traditional rehabilitation practices: While the traditional ones are based on training continuum and progressiveness prior to employment following the principle of "train and place", this alternative method proposes the principle of "place and train": insert first, then train and support (Bernard Pachoud, Soutien à l'emploi, emploi accompagné et handicap psychique : une pratique nouvelle ?, 2014)

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Language



Dans ma tête

[In my head]



- **Introduction/Objectives:** To provide young adults living with different psychological disturbances, a testimony space to share about their life stories, and testimony on how they have dealt with their situations.
- **URL:**
<https://www.france.tv/slash/dans-ma-tete/saison-1/1102673-naama-schizophrenie.html>
- **Target:** Young adults, students, families, teachers, pedagogical counsellors
- **Keywords:** Psychiatry, mental health, testimonies, young adults, web documentary

Summary: The aim of the documentary is to be as close as possible to young adults emotions and experiences, in order to try to understand their daily routine when suffering, for instance, from : anorexia, school phobia, bipolarity, even unhappiness and depression. In each episode, Océane, journalist and producer, meets one young adult who shares his/her story and defines his/her trouble in his/her own words.

Dans ma tête, contributes to break down taboos surrounding youngsters mental health and provides guidance to those who can feel concerned

These series of profiles shows the different possible ways of personal development, healing, but also paths to follow, whether they are medical or psychological.

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Other resources

- [Come valutare l'efficacia della formazione professionale per l'integrazione dei soggetti deboli? Lezioni dall'esperienza dell'area Istruzione e Formazione professionale nella Provincia di Torino; in Working Paper Cnr-Ceris, N° 24/2014 - How to evaluate the effectiveness of vocational training for the integration of weak subjects? Lessons from the experience of the Vocational Education and Training area in the Province of Turin; in Working Paper CNR-Ceris, N° 24/2014](#)
- [Oltre il disagio psichico dei giovani: modelli e pratiche di inclusione socio-lavorativa - Beyond the mental distress of young people: models and practices of socio-occupational inclusion](#)
- [Prevenire si può. Analisi delle misure di accompagnamento per la transizione scuola lavoro dei giovani con disagio psichico - Prevention is possible. Analysis of accompanying measures for the school-work transition of young people with mental distress](#)
- [Les troubles psychiques \[Psychological troubles\]](#)
- [Concepts de chômeurs MMPP/PMS \[Unemployment statuses concepts of MMPP/PMS\]](#)
- [L'Essor: insertion socioprofessionnelle et santé mentale \[L'Essor: socioprofessional integration and mental health\]](#)



Other resources

- [Dispositif Emploi Accompagné \[Supported employment scheme\]](#)
- [Ressource handicap formation – RHF \[Disability Training Resource\]](#)
- [H+ Formation](#)
- [BiPict](#)
- [Bipolarité France](#)
- [Quelle soutenabilité pour l'accompagnement des personnes en situation de handicap psychique dans le champ médico-social et social, notamment dans les ESAT? \[What sustainability for the support of people with psychological disturbances in the medico-social and social field, particularly in ESATs?\]](#)
- [Souffrances et troubles psychiques: rôle et place du travailleur social \[Mental disturbances and mental disability: the role and position of social workers\]](#)



Language



Come valutare l'efficacia della formazione professionale per l'integrazione dei soggetti deboli? Lezioni dall'esperienza dell'area Istruzione e Formazione professionale nella Provincia di Torino; in Working Paper Cnr-Ceris, N° 24/2014

Introduction/Objectives: This article describes some good practices with the aim of analyzing both existing and potential connections between the evaluation and programming phases in vocational training policies.

URL:

https://www.academia.edu/33420325/Faggio_A_Mussin_o_P_Ragazzi_E_Santanera_E_2014_Come_valutare_lefficacia_della_formazione_professionale_per_integrazione_dei_soggetti_deboli_Lezioni_dallesperienza_dellarea_Istruzione_e_Formazione_professionale_nella_Provincia_di_Torino_in_Working_Paper_Cnr_Ceris_N_24_2014

Target: To describe good practices for VET

Summary: Vocational training policies, as they are conceived in Piedmont and more generally in Italy, are particularly useful in combating individual weakness and social exclusion. This is due to its pedagogical and didactic methods and the attention that vocational training policies place on improving individual relational and professional skills. Both the planning and management phases of vocational training policies need, in order to be effective, an evaluation process that highlights their weaknesses and strengths.

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**Oltre il disagio psichico dei giovani: modelli e pratiche di inclusione socio-lavorativa**

[Beyond the mental distress of young people: models and practices of socio-occupational inclusion]

Introduction/Objectives: The volume intends to start a first study reflection on the practices and models aimed at promoting social-work inclusion carried out by the various educational agencies in different territories and aimed in particular at young people with mental disorders or at risk of deviance.

URL:

http://isfoloa.isfol.it/xmlui/bitstream/handle/123456789/1394/Isfol_FSE185.pdf?sequence=1

Target: The book illustrates how it is possible to "overcome" discomfort and deal with it in an interpretative key oriented to "doing"

Summary: In this volume, the focus is on "how" we can promote socio-work integration for young people with psychological distress or at risk of social deviance. The volume is divided into two parts :- the first part defines the theoretical aspects of psychological distress: its evolution at the age of development and the components that allow its prevention through the identification of protective factors.- The second part illustrates the most significant experiences made in schools, in vocational training, in alternative structures, in detention and finally in the world of work. It defines the approaches, methodologies and tools that have been tested, systematized and disseminated in good practice.

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Language



Prevenire si può. Analisi delle misure di accompagnamento per la transizione scuola lavoro dei giovani con disagio psichico Prevention is possible.

[Analysis of accompanying measures for the school-work transition of young people with mental distress]

Introduction/Objectives: The survey, aimed at identifying the risk and protection factors of mental distress and the practices of social-work inclusion implemented by schools for the transition from school to work

URL:

http://isfoloa.isfol.it/xmlui/bitstream/handle/123456789/1394/Isfol_FSE185.pdf?sequence=1

Target: To present a series of tools to identify the protective factors and preventive measures activated by the educational system i

Summary: This volume presents the results of research on the inclusive dimensions of educational provision and accompanying measures for 14-18 year olds with a mental disorder. A series of useful tools are presented to identify the protective factors and preventive measures activated by the educational system in 5 different regional contexts (Lazio, Marche, Molise, Campania, Puglia). In particular, reference is made to the prevention of psychic discomfort.

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Language



Les troubles psychiques
[Psychological troubles]

Introduction/Objectives: Giving basic knowledge and information about the main/most current types of psychological troubles

URL:
<https://wallonie.similes.org/les-troubles-psychiques>

Target: Families, relatives and relations of people affected by psychological troubles

Summary: An increasing number of people know someone - in their family, their group of friends, at work - affected by psychological troubles. This article provides an introduction to psychological and mental health disorders and illnesses, as well as their most common and significant signs and symptoms. This article focuses on 4 of the most common disorders: bipolar disorders, schizophrenia, borderline personality and obsessive-compulsive disorder.

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Keywords: Schizophrenia ; Bipolar disorder ; Borderline ; OCD



Language



Concepts de chômeurs « MMPP » / « PMS »

[Unemployment statuses concepts of MMPP/PMS]

Introduction/Objectives: To give basic knowledge and information about the main/most current types of psychological troubles

URL:

<https://lire-et-ecrire.be/Concepts-de-chomeurs-MMPP-PMS>

Target: General public, VET sector, (un)employment actors

Summary: The Belgian unemployment services segment and classify unemployed people into distinct categories and statuses requiring differentiated treatment and support.

The 'MMPP'- 'PMS' statuses, related to the medical-mental-psychologic profile of the jobseeker, are clearly part of this. They categorise, sometimes with no clear guidelines and explanations, unemployed people based on their cognitive and mental capacities.

Lire et Écrire explores links between these statuses and jobseekers' illiteracy, as well as the issues related to "medicalisation" of unemployment by public authorities.

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Language



L'Essor : insertion socioprofessionnelle et santé mentale

[L'Essor: socioprofessional integration and mental health]

Introduction/Objectives: Reflecting on and analysing the position and role of the socioprofessional integration sector in the mental health issues of job seekers

URL:https://biblio.helmo.be/opac_css/doc_num.php?explnum_id=6088

Target: Socioprofessional integration workers

Summary: Socio-professional integration can be a support for people with mental health problems, but under what conditions? What should the centres' lines of action be to provide added value for people? How can the needs of people be best managed without becoming too occupational?

This magazine provides an analysis on the role and responsibility of the VET actors supporting people affected by mental health disorders.

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Keywords: Socioprofessional integration ; VET ; mental health ; Wallonia



Language



Le Collectif Emploi Accompagné – CFEA [the french collective supported employment]



Introduction/Objectives: The aim of the "supported employment" scheme is to enable people with disabilities to access and remain in employment by securing their career path in the ordinary working environment. To achieve this, it includes, for the benefit of the disabled worker: medical and social support and support for professional integration. The employer is also supported.

URL: <https://www.emploi-accompagne.fr/>

Target: people with disabilities, companies, partners in the medical, health, social and professional integration sectors

Keywords: support to and within employment for people with disabilities, in particular mental disabilities

Summary: The France emploi accompagné collective is an association under the 1901 law created on 17 June 2014. It brings together federations, associations, institutions and services as well as individuals. Their ambition is to promote and act in France in favour of supported employment in the ordinary working environment for people with disabilities. The aim is to offer support, tailored to needs, to the disabled person throughout their career, if necessary, and to the company for the duration of their contract, subject to regular assessment of needs.

The objectives of the CFEA are to promote the system (concept and actions carried out), to encourage research and innovation, to disseminate information and make communication tools available, to coordinate dialogue and make proposals, to cooperate with international and European actors.



Language



Ressource handicap formation – RHF [Disability Training Resource]



Introduction/Objectives: To enable people with disabilities to access training by taking better account of disability.

URL:

https://www.agefiph.fr/ressources-handicap-formation?gclid=CjwKCAjwiLGGBhAqEiwAgg3q_mKCHmrYfAlx_z-4hOS4JehLT7wbMDZkGO2cQxKPK_yeLVklwFFJHRoCbo0QAvD_BwE

Target: vocational training organisations, people with disabilities, vocational counsellors

Keywords: Coordinate the implementation of solutions, secure the entry and the follow-up, compensation needs.

Summary: This service offers support for :

- Co-constructing solutions for adapting training paths. Support for the diagnosis of needs, search for compensation solutions, securing the entire training pathway, etc., by mobilising and bringing together cross-disciplinary expertise (person with a disability, training organisation, pathway referent, disability specialist, employer, etc.)
- Supporting training stakeholders to better meet their obligations in terms of accessibility and disability compensation. Capitalising on practices and existing resources in the territories, promoting, raising awareness, professionalising, mobilising funding partners and training operators.

The disability training resource is not intended to replace the actors but to organise their linkage in order to better take into account the needs of people with disabilities in training

The resource is aimed at :

- Any vocational training organisation
- Any job seeker, employee or trainee
- Any career advisor who identifies gaps between the constraints of the training and the repercussions of the person's disability and wishes to receive support.



Language



H+ Formation

Introduction/Objectives: Defining the tasks of the disability referent in VET centres

URL:
<https://handicap-plus.auvergnerhonealpes.fr/>

Target: vocational training organisations

Keywords: tasks of the disability referent, VET centers

Summary: Training organisations are obliged to comply with the law of 11 February 2005 on equal rights and opportunities, participation and citizenship for people with disabilities. The Auvergne-Rhône-Alpes Region's H+ Formation initiative supports them in their commitment.

H+ Formation defines the framework missions of the disability referent:

- ▶ Ensure the reception of the person with a disability, analyse the disability situation, define with the person his/her needs in the context of his/her training course in the centre and in the professional environment
- ▶ Assume a role of facilitator
- ▶ Ensure a watch on teaching methods
- ▶ If necessary, coordinate disability compensation measures by acting as an interface between the various players,
- ▶ To trace the pathway of the disabled person through milestones and assessments.
- ▶ Anticipate the end of the training by informing the disabled person about the relay actors, the existing professional integration devices and transmit to the partners the information favouring the integration in employment.
- ▶ Be a resource support for the management, the pedagogical team
- ▶ Transfer as much as possible of their disability skills to the training centre team.
- ▶ Capitalise on the experience of welcoming disabled people and continue to develop their disability skills



Language


BiPict
 [Psychological troubles]

- **Introduction/Objectives:** Some of the goals are:
 - To facilitate the provision and retention of information to people concerned by bipolar spectrum disorder
 - To provide practitioners with a simple tool for them to use in individual consultations.
 - To promote the self-care capacities of people concerned and encourage the acquisition of coping skills, in order to increase the capacity of these people to act, promote their autonomy and their recovery.
- **Target:** Psychoeducational practitioners, psychiatrists, psychologist

URL:

https://centre-ressource-rehabilitation.org/IMG/pdf/bipict_images_basse_definition_.pdf

Summary: The BicPic tool intends to support the discourse of mental health practitioners when they share psychoeducational information with a person affected by bipolar spectrum disorder. Through the provision of visual and verbal information, the person will be encouraged to refer to his/her own past experiences. The tool is composed of 8 cards divided in two main thematics: Medical and user care.

For the medical support, the tool provides images about : types of bipolar disturbances, manic symptoms, depression symptoms, vulnerability stress model. For the user care support, the tool provides images about: medical treatments, lifestyle and non-medical therapies, symptoms of a relapse, action plan . By using the phrase "what about you" this helps to bring back memories

This pedagogical tool fosters the empowerment of the patient :

Providing information means restoring control, to increase the person's capacity to act and thus enhance his/her autonomy and recovery.

Involving the person by including his/her experiences and ideas without being limited to the content of boards.



Language



Bipolarité France [Bipolarity France]

- **Introduction/Objectives:** The application supports and accompanies relatives of bipolar patients but also the bipolar patients themselves in the day-to-day management of the disturbance
- **URL:** <https://play.google.com/store/apps/details?id=is.bipolarite.fr&hl=fr&gl=US>
- **Target:** People concerned by bipolarity, relatives, mental health centers, carers, field researchers
- **Keywords:** Mobile application, bipolar disorders, mental health

Summary: Bipolarité France offers information to help understand the disturbance (the different types of disorders, origin, symptoms, evolution, etc.) and its management: from diagnosis to drug or non-drug treatments and medical follow-up.

The application also provides advices on how to help patients and their carers on a daily basis, as well as numerous resources such as useful links to local associations. It also enables users to test their preconceived ideas in order to fight stigma and change their perspective on this disturbance.

Bipolarité France can be uploaded for free on a tablet, pc and smartphone. This resource will largely facilitate the daily life of patients but also his/her relatives. Patients' relatives often feel helpless face to mood disorders and to their excessive behaviours of their loved ones in the manic phase.

The patients as well as their families must face the family, social and professional consequences of a disturbance that is still often unknown by the general public



Language



Quelle soutenabilité pour l'accompagnement des personnes en situation de handicap psychique dans le champ médico-social et social, notamment dans les ESAT? [What sustainability for the support of people with psychological disturbances in the medico-social and social field, particularly in ESATs?]



•**Introduction/objectives:** In partnership with the Crehpsy (Resources center about psychological disturbances), the students asked about sustainability support for people concerned by psychological disturbances in establishments called ESAT (Etablissement et service d'aide par le travail). These organisations are established on a national scale and their aim is to support the social and professional integration of public facing psychological disturbances. The research approach was conducted through semi-structured interviews to 5 "ESAT" managers.

•**URL:**

https://crehpsy-documentation.fr/doc_num.php?explnum_id=729

•**Target:** Health and social establishments aiming to help adults living with psychological disturbances. Field researchers

•**Key words:** Mental health, ESAT, psychological disturbances worker

Summary: Psychological disturbances disability recognition allows people to access specific disability-related services. Therefore, they can be transferred/orientated to medico-social organisations such as an "ESAT". Yet, according to data from the Regional Health Project from Nord-Pas de Calais "Projet Régional de Santé du Nord-Pas de Calais" 2017, while the Region proposed people concerned by disability a place within an "ESAT", few people (only 5%) in a situation of psychological disability benefited from it.

The group of students who carried out this study observes- through the interviews- the most suitable accompaniment for people concerned by psychological disturbances in an "ESAT". They believe that relevant support, custom-fit, allows the person concerned by a psychological disturbances to access employment by overcoming social and medical difficulties.

Among the findings of the study, one important matter to the Psych Up project is that the time of preparation to receive the person must not be negligible: "it is essential for professionals to prepare for the reception of the person, as well as to regulate the time that takes into account events, complications and variations. Support must be constantly adapted because mental disability is not linear".



Language



Souffrances et troubles psychiques: rôle et place du travailleur social

[Mental disturbances and mental disability: the role and position of social workers]



- **Introduction/Objectives:** To provide social workers with tools to better understand psychological disturbances and their manifestations, to situate themselves in their representations and practices and to work in networks
- **URL:** https://solidarites-sante.gouv.fr/IMG/pdf/travailleur_social.pdf
- **Target:** Social workers
- **Keywords:** Mental health, social worker, psychology, professional integration, social care

Summary: The report addresses the issue of suffering and mental disorders among people in precarious situations in order to help social workers to take preventive action and to work in a multidisciplinary way. The development of networks considered the most appropriate way to respond to psychosocial problems, due to their complexity, number and the burden they sometimes represent for isolated professionals. It also addresses the issue of breaking down the boundaries between the social and health fields



We would like to thank all those who have collaborated during the life of the project, which will help to improve education and training for learners affected by psychological disturbances.

They contributed to the project:

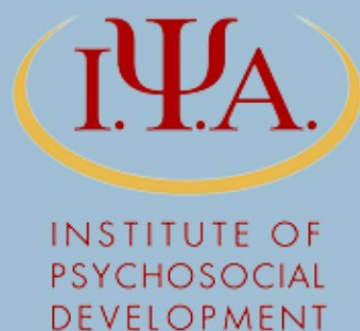
- **INFREP:** *Maria Fernanda Morera, Flavia Lucidi, François Heslan, Nadia Chansavang & Fabienne Favarel, Manuel Lourenco*
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